

Criterion Five: Engagement and Service

As called for by its mission, IUPUI identifies its constituencies and serves them in ways both value.

Introduction

As described in Chapter One, IUPUI was created as a new kind of institutional collaboration with an explicit expectation for community engagement. Its development over the past forty years remained true to its founding expectations through continued emphasis on engagement and service. We have pursued that goal by means of collaborative, innovative approaches.

In 2002, IUPUI completed a “Self Study on Civic Engagement” as part of the institutional re-accreditation through the North Central Association. In preparation for this institutional review, a campus task force defined civic engagement as “active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission” (Hatcher and Bringle, 2004). This work played a critical role in restating the IUPUI mission during a university-wide mission differentiation project intended to clarify the special strengths of each of Indiana University’s campuses. Civic engagement is explicitly identified as part of the IUPUI mission.

“Indiana University–Purdue University Indianapolis is an urban research university based on a distinctive interinstitutional partnership that thrives on close connections with our city. It’s all in our name.”

– Chancellor Charles R. Bantz

This innovative campus definition of civic engagement represents a shift from the traditional tripartite division of teaching, research, and service, for it emphasizes that civic engagement is not simply a substitute for professional service. Rather, the definition indicates that this work encompasses teaching, research, and service (including patient and client services) “in and with” the community. Our collaborative understanding of civic engagement includes university work in all sectors of society as well as the local, regional, national, or international settings where this work is situated. As an urban, public university, IUPUI assumes a special responsibility for civic engagement activities within central Indiana.

HERE, WE CHAMPION CIVIC ENGAGEMENT.

IUPUI’s nationally cited commitment to civic engagement is not just part of the campus mission. It’s at the core of what—and how—students learn.

*IMPACT.
The campaign for IUPUI*

Similarly, IUPUC is committed to civic engagement in the south central region of Indiana surrounding the regional hub of Columbus. IUPUI also sees the state of Indiana as its community from the perspective of our mission as Indiana’s research and academic health sciences campus.

Numerous IUPUI initiatives have contributed to the understanding and practice of civic engagement and its related components. The campus has articulated a clear vision for the work, strategically convened stakeholders, set concrete timelines and goals, collaborated with faculty governance, established

relationships with community partners across a wide spectrum, connected with national organizations and initiatives (e.g., American Association for Higher Education, Association of American Colleges and Universities, American Association of State Colleges and Universities, American Democracy Project, Campus Compact, etc.), and allocated campus resources to support the campus mission of civic engagement.

IUPUI seeks to cultivate in all members of the campus community the desire to make Indianapolis and central Indiana one of the world's best places to live, to work, and to learn through the discovery and wise use of knowledge (Plater, 2004). This vision is noteworthy in that it is centered on the community, not the university. Moreover, it focuses on local achievement and attainment by bringing the best of the world's intellectual resources to bear on the geographic, economic, social, cultural, and political community of which IUPUI is a part. This vision for IUPUI can be shared by the community, and the role of the university is defined by its instrumentality, not by its own aggrandizement. IUPUI's aspiration to excellence in civic engagement is unambiguous for faculty, staff, students, and the community itself. Numerous awards given by partner organizations attest to their appreciation of contributions by IUPUI faculty, staff, and students.

IUPUI has received many national awards and recognitions for exemplary civic engagement. Since 2002, these have included the 2006 (U.S.) Presidential Award for Community Service, the Savior of Our Cities Award, Princeton Review's Colleges with a Conscience distinction, and US News and World Report recognition of the IUPUI service learning program as one of the nation's best every year since 2002.

In addition to promoting, supporting, and developing civic engagement as a central aspect of IUPUI's mission, IUPUI staff and faculty have also been active in contributing to the knowledge base through scholarship and research on civic engagement. Since 2002, 155 journal articles, book chapters, and books have been authored by 111 IUPUI faculty and staff on various topics associated with service learning. IUPUI has also hosted conferences, symposia, and meetings on topics related to civic engagement and service learning, including the 10th annual meeting of the International Association for Research on Service Learning and Community Engagement in fall 2010. All of these scholarly activities have elevated IUPUI to prominence in the field and established its national and international reputation for civic engagement.

In 2005, IUPUI was one of twelve campuses to pilot the new elective classification for "Community Engagement" under the aegis of the Carnegie Foundation for the Advancement of Teaching. IUPUI received this designation for both Curricular Engagement and Community Partnerships in the first cohort of campuses reviewed.

IUPUI does, of course, recognize students, faculty, and staff as core constituents, but the services provided them as "core" are the primary subjects of the previous chapters. Here we focus most directly on engagement with and service to external

constituencies. The ways in which such service are embedded in the processes of teaching and learning, scholarship and creative activity, and administrative best practices contribute substantively to IUPUI's unique identity.

Core Component 5a: IUPUI learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

IUPUI's capacity to engage its constituents has reached its current strong levels purposefully, through a historic pattern of listening that began in the 1960s and led to creation of the campus in 1969. That listening process continues to be grounded in the campus mission, which emphasizes a commitment to engagement with and service to our varied communities. (Learn more about the mission in Chapter One.) The campus is served well in this approach by its strongly collaborative culture.

At IUPUC, community collaboration has consistently been at the forefront of strategic growth. As a major partner in the Community Education Coalition, IUPUC has collaborated with local business and community leaders, resulting in the development of new programs to serve the region, in the construction of the Columbus Learning Center in 2004, and in the opening of the Advanced Manufacturing Center for Excellence in 2011.

“One reason that IUPUI has been a valuable partner with neighborhoods and organizations in Indianapolis is that the university has taken the time and effort to involve the community in planning its civic engagement and outreach initiatives. For example, through early conversations and an asset-mapping of the Westside neighborhoods in 1996, IUPUI and community representatives identified areas for joint activities.”

*Olgen Williams
Deputy Mayor for Neighborhoods
City of Indianapolis
February 2009 letter of support*

Learning through advisory structures.

Collectively, the institution pursues a variety of best practices in environmental scanning. We actively involve community representatives as advisors and consult them regularly via formal surveys and informal conversations for feedback about the performance of our graduates, guidance on occupational trends, challenges confronting them, recommendations for strategic planning, and advice about funding and partnership opportunities. In addition to the Chancellor's Board of Advisors for the campus, nearly every academic dean convenes a similar group (including professionally oriented schools as well as the Schools of Liberal Arts and Science), and several departments have program-specific advisory boards (particularly within the School of Engineering and Technology, the

Department of Tourism, Event, and Convention Management, and the Center on Philanthropy). Representatives on IUPUC's Advisory Board meet quarterly as a formal group and more frequently as focused working committees (Programs, Campus Master Plan, Government Relations, Campus of the Future, Campaign). IUPUC professional divisions and academic programs each have advisory councils as well.

In addition, the IUPUI Division of External Affairs regularly organizes focus groups about trends of concern to both the institution and the community and periodically hosts breakfast forums for state and local business and governmental leaders. The Department of Communications and Marketing annually conducts focus groups with students, prospective students, school counselors, and parents for purposes of improved recruitment strategies. These sessions help

Crispus Attucks Medical Magnet School

Crispus Attucks High School was Indianapolis' first segregated high school for African Americans, built in 1927. In 1986 Indianapolis Public Schools converted it to a middle school, later using a portion of the building as a museum featuring cultural artifacts and memorabilia from the late 19th to early 20th century African American experience in Indianapolis. In 2005 the IPS Superintendent proposed that IUPUI help transform Attucks, located just north of the IUPUI campus, into a medical magnet school. The Schools of Medicine and Education, IU Health, and Crispus Attucks formalized a partnership providing for teacher professional development, medical and health internships for students, career seminars, and graduate student scientists to assist in the Attucks classrooms. In 2006 the school began adding a new grade each year until the addition of grade 12 in 2009.

Based on continuing interaction, other units at IUPUI were quickly invited to contribute to the partnership and broaden its services. The Schools of Science and Informatics added instructional and research opportunities. The School of Liberal Arts contributed with methods ranging from course enrichment and early college opportunities to an essay contest with cash prizes. University College's SPAN Division developed a Faculty Lecture Series for faculty from across campus to share expertise with Attucks students and teaching staff. IUPUI created a scholarship award for eligible Crispus Attucks junior and senior students. The \$250,000 fund is awarding tuition scholarships from 2010 to 2014.

IUPUI University Library brought to bear its extensive library resources to help the partnership and its students succeed. In addition, in 2008 the library worked with the Crispus Attucks Museum to capture the history of the high school by digitizing its yearbooks (1928-86), newspapers, graduation programs, and other historical documents.

identify sources of confusion about college preparation and financial aid as well as concerns related to diversity.

Moreover, because of the concentration of professional programs at IUPUI, over 30 departments periodically engage in self-studies for specialized accreditation that help them identify particular community needs. A list of accredited programs and dates is publicly available at <http://www.planning.iupui.edu/accountability>. In addition, all IUPUI academic programs participate in a formal program-review process on an eight-year cycle, similar in many ways to specialized accreditation review. Preparatory self-studies for program review examine community engagement, and a community representative is usually a member of the program-review team.

To secure approval from the Boards of Trustees and from the Indiana Commission for Higher Education, any school proposing a new degree program must be able to articulate a workforce or professional need in the community that the proposed program will address, with supporting data about market demand for its graduates in the short and long terms. Thus, community advisors are called upon to assist faculty in identifying very specific economic and workforce development needs as well as broader community challenges and opportunities.

Learning through requests for feedback. Other campus-wide units secure information about community interests as part of regular self-evaluation surveys and share that information with others on campus as appropriate. In addition to the annual evaluations conducted by the Center for Service and Learning (CSL) and The IUPUI Solution Center (see profiles in section 5b below), the IUPUI Community Learning Network (CLN) seeks community feedback about perceived needs for new courses and outreach centers in central Indiana with each course evaluation survey. As the largest continuing-education organization in Indiana, CLN is in contact with over 10,000 learners each year through these surveys. All three units recognize mission responsibility to serve as two-way conduits for information to and from IUPUI's many constituents in and beyond Indiana.

IUPUI holds itself accountable to report its progress to constituencies. Each February, the Chancellor hosts several

hundred guests for his annual Report to the Community, and in 2010-11 the Chancellor's office circulated six electronic newsletters to a subscriber base of 3,000 corporate and community leaders. Over 3,000 copies of the award-winning annual campus performance report are distributed to policy, community, and civic leaders. Many of IUPUI's Signature Centers and most academic and administrative units also prepare annual reports that are posted on their web sites for ready access by all interested parties. These reports prompt further inquiries and comments, which feed back in to the overall scanning and planning effort at IUPUI.

Learning through the work of existing partnerships. Perhaps the most pervasive means of learning from constituents, however, results from the many long-standing partnerships that various IUPUI units maintain. While the extent of IUPUI's engagement defies project-by-project enumeration, that breadth assures that campus members collectively are in regular communication with hundreds of organizations: local neighborhood associations; state-level nonprofits such as United Way; state, city, and county executive, legislative, and judicial officials; and established international partnerships that further curricular, research, and service missions. These partnerships provide a steady source of information about new opportunities and evolving needs that the campus and each partnership might address. One example is the Crispus Attucks Medical Magnet School, launched jointly by IUPUI and the Indianapolis Public Schools to improve opportunities for advanced study in the life and health sciences (see box profile).

Another well-known example is the campus' fifteen-year partnership with the Westside Cooperative Organization (WESCO), George Washington Community High School, and related neighborhood projects. WESCO is an umbrella organization that represents the Stringtown, Haughville, and Hawthorne neighborhoods just west of IUPUI. Work began in 1996 with numerous "listening" meetings and asset-mapping to surface neighborhood concerns about long-term campus development and about its own deteriorating infrastructure. Working with WESCO, IUPUI received a five-year grant from the U.S. Department of Housing and Urban Development to address a range of economic-development and educational concerns identified through this joint process. The groundwork for several outreach programs was laid by the economic development strategy prepared by IUPUI's Center for Urban Policy and the Environment. A new five-year grant, awarded in 2003, focused on health promotion and financial literacy programs for Westside residents.

In 1998, the partnership organized a WESCO Education Forum to work with community residents and the Indianapolis Public Schools to re-open the George Washington School, initially as a middle school, then as a high school that was one of the first community schools in the nation. Projects with WESCO involved more and more schools at IUPUI (Medicine, Education, Nursing, Physical Education and Tourism Management, Community Learning Network, and University College) as well as the Division of Student Life and the linchpin, IUPUI's Center for Service and Learning. In 2006, GWCS was awarded the inaugural National Community School Award by the National Coalition of Community Schools. All take pride in the impact of collaborations at George Washington Community School: 100 percent of the 2011 GWCS graduating class were accepted into postsecondary education.

The lessons IUPUI has learned and continues to learn from WESCO have caused us to look further to see where there may be opportunities for similar community partnerships. For the past

several years, with leadership from the Community Learning Network (CLN), we have been developing a similarly rich set of relationships with the Martindale-Brightwood neighborhood on the near eastside of downtown Indianapolis. A recent U.S. DOE grant of \$2.5 million will help CLN develop three full-service community schools in the neighborhood. To illustrate IUPUI's pattern of multi-way collaborations, CLN's partners within IUPUI include the Schools of Education, Nursing, and Social Work, the Polis Center, and the Center for Service and Learning. Community partners include Ivy Tech Community College, the Martindale-Brightwood Community Development Corporation, Boy Scouts of America Indianapolis, and 100 Black Men.

In another spin-off from the WESCO partnerships, the Fit for Life program developed initially at GWCS has been extended to two other IPS high schools: Howe Academy in the downtown area and Northwest High School. Fit for Life is school-based to target childhood obesity, but when the program developed to the point of offering access to its facilities and programs for the nearby communities, the response was even more positive as few residents of these neighborhoods can afford the cost of a private gym or health club.

Core Component 5b: IUPUI has the capacity and demonstrates the commitment to engage the communities it serves.

Since engagement is one of the core mission themes, planning for engagement and partnerships occurs annually by all academic and administrative units as part of the institutional budgetary planning cycle, as described in Chapter Two. Over the long term, IUPUI has made major commitments to support engagement and service—in central Indiana, across the nation, and internationally—through budget allocations, faculty and staff appointments, and space assignment. Two units in particular concentrate IUPUI's capacity-building resources for the benefit of both campus and community constituents: the Center for Service and Learning and The Solution Center.

Center for Service and Learning

The mission of the Center for Service and Learning (CSL) is to involve students, faculty, and staff in educationally meaningful service activities that mutually benefit the campus and community. Beginning in 1993 with a focus on service learning course development, CSL has expanded the breadth of its services through four offices that coordinate a range of campus-community programs. With a staff of 10 FTE, augmented by graduate assistants and work-study employees, the CSL represents a substantial component of IUPUI's capacity to engage communities near and far.

The Office of Service Learning helps faculty develop, implement, and assess service-learning courses. The office consults with faculty, provides resources, conducts research, and promotes the scholarship of engagement. (Service learning accomplishments are featured in Table 1 below.)

The Office of Community Service cultivates student leadership, organizes campus-wide service events, facilitates alternative-break trips, and works with student organizations and community agencies to promote service opportunities.

The Office of Neighborhood Partnerships collaborates with community organizations and other campus units to build long-term partnerships between IUPUI and its surrounding neighborhoods, principally with WESCO.

The Office of Community Work Study involves students in the community through Federal Work-Study employment. Through these placements, students integrate career exploration and educational experiences with meaningful employment. In 2009-10, one-third of IUPUI Federal Work-Study funds supported 351 students in community work at 45 locations.

The IUPUI Solution Center was created in 2004 through IUPUI funding and support from The Lilly Endowment. Its mission is to serve as IUPUI's "Front Door" to the community to assist in the economic development of central Indiana by connecting the university's intellectual capital to the pressing demands of business, government, and the nonprofit sector. The cornerstone of the Solution Center's work with the community is its ability to serve as a knowledgeable and informed point of contact for thousands of businesses, nonprofit, and government leaders, connecting them to the talent at IUPUI for internships, community-based research, and business assistance projects. Equally important to the Solution Center's success in the community is the IUPUI Venture Fund program that allows the campus to grant matching funds to organizations in order to create and sustain meaningful, challenging, and career-relevant internships and applied projects for experiential learning.

A major focus of The Solution Center is to enable experiential learning opportunities that will encourage students to stay in Central Indiana after graduation. The Center also administers IUPUITalent, a website that gives employers a one-stop option to publicize internships and job opportunities for IUPUI students and graduates.

From 2004-2011, the Solution Center worked with 926 community partners to develop nearly 2,500 specific engagements (1,218 internship opportunities, 1,138 community and class-based projects, and 141 faculty-led research collaborations); facilitated thousands of referrals; and granted \$2.08 million to community partners and researchers through the Venture Fund, generating \$2.16 million in community matching funds to support these projects and internships.

Numerous other initiatives and offices also contribute to IUPUI's capacity for engagement beyond Indiana. For example, IUPUI has been cited for having capitalized on strong international exchange partnerships to create a campus-wide strategic partnership model that depends on hundreds of faculty and students committed to building deep and lasting relationships with global partners. IUPUI's approach was honored with the 2011 Paul Simon Award for Campus Internationalization and the 2009 Andrew Heiskell Award for Innovation in International Partnerships. With leadership from the Office of International Affairs, IUPUI works to fulfill its role as an urban university by developing international partnerships that promise significant impact: fewer but more meaningful engagements with foreign universities across disciplines where we can collaborate for mutual benefit.

As a result of our approach, IUPUI's study abroad programming is strongly characterized by service learning, internships, and other forms of reflective experiential learning spread across all of IUPUI's schools. The campus has moved forward on three core partnerships: Moi University in Eldoret, Kenya; Sun Yat-sen in Guangzhou, China; and Autonomous University of the State of Hidalgo in Pachuca, Mexico. These international partnerships engage faculty and students from a wide variety of academic programs, and more than one-third of IUPUI's study abroad offerings incorporate service learning.

Another important way in which IUPUI expands its capacity for engagement and service is through the many research programs in which faculty, staff, and students address challenges in partnership with community partners, often across disciplines. The IUPUI TRIP Initiative (Translating Research into Practice, described more fully in Chapter Four) exemplifies IUPUI's extensive cross-disciplinary research targeting goals to better people's lives across communities from local to global. IUPUI faculty make a difference through their focus on translational research, taking knowledge generated from scientific inquiry and humanistic scholarship and transforming that knowledge into practices and solutions. Translational research solves problems people face in their everyday lives by using meaningful, evidence-based information to address complex social, health, governmental, cultural, and relational issues. Currently, there

are more than 100 translational scholars at IUPUI (see <http://trip.iupui.edu/scholars/all/index.php>).

As explained in Chapter Four, much of IUPUI’s research activity is focused on addressing community-identified problems. IUPUI regularly expands its capacity through internal collaborations among academic and administrative units, through collaborations we forge with community partners, and through matching our own resources (capital and human) with external grants and contracts. In fact, a steadily increasing portion of IUPUI’s income derives from sponsored research (over \$400 million in 2009-10), with many research projects conducted for or in partnership with community partners. Private philanthropy also contributes substantially to our capacity for engagement and service (see more in section 5d below).

Overall, our approach to addressing issues of capacity is consistent with our institutional bias toward collaboration. We build partnerships with constituent organizations, which often bring some resources to the table. And, consistent with our interdisciplinary approach, the department or school originally engaged is likely to seek human and financial resources from other relevant units at IUPUI. That powerful combination of multiple partners with a financial stake in a community-serving project has helped drive our increased success in securing external grants to support our community-oriented work. In other cases, students become part of the mix, attracting different sources of financial support and increasing their participation in engaged learning such as undergraduate and graduate research, service learning, special work projects locally and abroad, and field experiences that strengthen their knowledge of global issues, diversity, and ethics in their programs of study. (See Table 1.)

Table 1. IUPUI Service Trends

Academic Year	2000-01	2003-04	2006-07	2010-11
# Students in service learning	1,440	2,001	2,659	8,487
# Service learning class sections	26	41	119	372
# Community partners	35	210	178	186
# Hours of SL service	13,006	28,162	41,797	158,913
# Campus service events	5	8	17	37
# Faculty/staff/students involved	347	850	1,320	2,504
# Community service scholarships	46	84	313	397
Scholarship funds awarded	\$100,000	\$150,230	\$467,864	\$649,069
Scholarship hours of service	NA	NA	36,712	39,738

Not least in terms of capacity-building, civic engagement is very explicitly a focus of the \$1.25 billion IMPACT Campaign now under way—the largest in Indiana University history. One of the four major priorities is stated as: “Championing Civic Engagement: Concern for community—in central Indiana or halfway across the world—is so ingrained into IUPUI campus life that it defines what and how students learn.” Visionary philanthropic giving has as often stimulated new engagement as it has responded to our own perceptions of arenas where we can make distinctive contributions. Some campaign gifts are also intended to strengthen IUPUI Signature Centers (described more fully in Chapter Four), often involving partner organizations in the local community and around the world.

Core Component 5c: IUPUI demonstrates its responsiveness to those constituencies that depend on it for service.

As the public university campus in central Indiana, IUPUI curricula focus on contributing to the economic development as well as the quality of life of its constituencies. These curricula are described more specifically in Chapters 3 and 4, but in the context of engagement and service it is important to point out the purposeful attention to engagement in developing new programs. Over the past several years, we have emphasized “21st century degree programs,” which are largely interdisciplinary and developed collaboratively with new economic development clusters in Indiana. In a three-year period, IUPUI has introduced 23 programs as well as a new School of Public Health, all targeted at students who want to improve the future. Many are in health and life sciences (e.g., health and rehabilitation sciences, biostatistics, epidemiology, health policy and management, biomedical engineering, bioinformatics). Others include energy engineering, philanthropic studies, nonprofit management, motor sports engineering, media and public affairs, museum studies, music technology, sports journalism, and sustainable technologies.

All of these programs also lend themselves to student engagement in our RISE to the Challenge initiative of service learning, research, international study, and experiential learning such as internships, practica, and field projects. An example of experiential learning supported through community engagement occurs every semester in the capstone course for the Master of Public Administration (MPA) program in the School of Public and Environmental Affairs. This course for graduating students helps them integrate knowledge from core and concentration courses, gain insight into the meaning of professional practice, assess their competencies and learning outcomes, and apply what they have learned in a real-world project for a client. For the past few years, students have worked with the City of Indianapolis, community organizations, and nonprofit organizations to respond to agency-identified policy challenges by conducting meaningful research, analyzing data, and providing solid, implementable recommendations. Student teams work closely with the clients and learn how to integrate theory and practicality in their work products.

Similarly, IUPUC’s general education initiative, which began development in Fall 2010, requires all IUPUC students to complete a service-learning or civic-engagement experience as a curricular requirement. The initiative will reach full implementation in Fall 2012. The IUPUC Center for Business and Economic Development (CBED) organizes internships and community-based projects for the mutual benefit of IUPUC students and community partners.

Collaboration with elementary and secondary education. IUPUI recognizes a particular responsibility to the elementary and secondary schools in central Indiana, and our response to the challenges they identify takes several forms. One is a special curricular emphasis on preparing teachers for urban environments, and the IU School of Education at IUPUI has created additional centers—notably the Center for Urban and Multicultural Education—to provide continuing professional education for in-service school teachers and administrators and to organize research projects in the field.

Another response is special application of our long-term partnership strategy to encompass both the Indianapolis Public Schools and numerous regional school corporations. For example, in

2011 the School of Education received a \$2.2 million grant from the U.S. Department of Education to create a Midwestern regional Equity Assistance Center for technical assistance in the areas of civil rights, equity and access, and school reform. Also in 2011, the USDOE granted \$1.9 million to the School of Education at IUPUI for a new five-year grant to prepare more master teachers of English as a Second Language within IPS and neighboring Pike Township school district.

We have already noted the Crispus Attucks Medical Magnet School partnership with IPS. An even longer-lasting relationship, begun in 1996, is built around the George Washington Community School not far to the west of the IUPUI campus, a partnership which earned the inaugural National Community School Award in 2006 from the Coalition for Community Schools. What began as a project of the School of Education, the IUPUI Center for Service Learning, and the Westside Community (WESCO) organization to address neighborhood socioeconomic issues and to improve high-school graduation and postsecondary attendance rates in the neighborhood has embraced many other academic units at IUPUI. Among varied services, one of the best-known is Fit for Life, a health-and-fitness clinic operated by The Department of Physical Education and the Schools of Nursing and of Health and Rehabilitation Sciences for west-side residents.

Because of our success at GWCS, in 2011 the University of Pennsylvania's Netter Center for Community Partnerships awarded funding to the IUPUI Center for Service and Learning to create a Midwest regional Center for University-Assisted Community Schools as part of Penn's national replication project. As one of its first activities, the new center and the Indiana Partnerships Center co-hosted a Family/School/Community Engagement Forum for 100 targeted policymakers and leaders in public education, the first in a planned series of four such learning opportunities.

IUPUI's success with Fit for Life through community-school partnerships led to our participation in the Super Bowl Legacy Center. The Super Bowl's arrival in Indianapolis in 2012 brought widespread excitement to the city, but especially to the Near Eastside, where Arsenal Technical High School was chosen as the site for the Chase Near Eastside Legacy Center Fitness Zone. In conjunction with the John H. Boner Community Center in that neighborhood, the Fitness Zone will engage students, faculty, and staff from the IU School of Physical Education and Tourism Management to run the center for Tech students and Near Eastside residents. The IUPUI students will conduct health screenings, health and wellness classes, personal training, group exercise classes, and individual workouts. Moreover, through a grant awarded by JP Morgan Chase to the IUPUI Solution Center, students and faculty in other IUPUI schools and departments will engage in projects that support awareness of the Legacy Center and its programming. Over a two-year period, the Legacy Project will involve more than 100 students, faculty, and community partners in research efforts, class projects, and independent internships.

Direct support for elementary and secondary students is also a strong element of IUPUI's educational service. The work of the campus Twenty-first Century Scholars Support Office in University College supports the academic success of all IUPUI Twenty-first Century Scholars (an extensive State scholarship program to encourage students to stay in school, graduate, and move directly into postsecondary education after high school). Support begins while students are

still in high school, including student mentorship and early opportunities to visit the campus and build connections, and continues through their undergraduate experience with targeted encouragement and direction. Other examples of direct support for students include early enrollment programs. The School of Engineering and Technology allows qualified high-school students to take courses in computers and information technology at a 50 percent discount. The SPAN Division (Special Programs for Academic Nurturing) of University College was developed in 1984 and continues to create opportunities for high-school students to take college courses on campus. SPAN has developed early college articulations with 52 Indiana public, charter, private, and parochial schools, which send their students to IUPUI for early college and dual-credit participation. The program also works with several home education cooperatives and has enrolled more than fifty students from home schools.

Numerous academic schools and departments offer special summer initiatives to encourage younger students to continue their studies after high school, particularly in STEM disciplines. For example, the IU School of Dentistry offers an annual Urban Dental Summer Institute for city high school and college students interested in learning more about the field of dentistry and careers in the dental profession. Funded in part by the Metropolitan Indianapolis-Central Indiana Area Health Education Center, this collaborative venture provides distinctive programs for high-school and college students, primarily for underrepresented minority students, to address the national shortage of underrepresented minorities in the dental profession. Students participate in hands-on activities with dental instruments and materials, interact with dental school faculty and students, spend time chair-side with patients, and gain a better understanding of how to prepare for college and for dental school.

In 2011 and 2012, the IUPUI Nanotechnology Discovery Academy (INDA) summer program is introducing high-school students and their teachers to the “science of the small.” The INDA is a collaboration among the Integrated Nanosystems Development Institute at IUPUI, the Center for Research and Learning (CRL), and Special Programs for Academic Nurturing (SPAN).

Since 1976, the School of Engineering and Technology at IUPUI has conducted its Minority Engineering Advancement Program (MEAP) program, week-long summer programs for underrepresented minority secondary-school students to engage in hands-on projects with IUPUI faculty and learn more about career opportunities in engineering and technology fields. Engineering and Technology has also been running a similar program called Preparing Outstanding Women for Engineering Roles (POWER) for the past six years.

Partnerships with other postsecondary educational institutions. IUPUI’s educational partnerships extend to active engagement with other postsecondary institutions in central Indiana. Starting more than a decade ago, IUPUI has been a state leader in working with Indiana’s emerging community college system, along with other colleges and universities, to negotiate transfer and articulation agreements under the auspices of the Indiana Commission for Higher Education Statewide Transfer and Articulation Committee. In particular, the Passport Program collaboration between Ivy Tech Community College and IUPUI aims to support access to all levels of higher education for persons in central Indiana. The Passport Program promotes coordinated student services to facilitate transfer, concurrent enrollment, and course credit transfer. It maintains advising offices at both campuses and currently includes 25 Associate-to

Baccalaureate articulations (46 are mapped to help students see what IUPUI BS degrees their AAS, AS, or AA degrees might prepare them for). The related Partners Program helps students strengthen their academic preparation before attending IUPUI via deferred admission until identified studies are completed at Ivy Tech. In Fall 2010, a record 3,267 students who previously attended Ivy Tech Indianapolis were enrolled at IUPUI, transferring an average of 26 credits each.

Central Indiana Talent Alliance

IUPUI serves as convener for the Central Indiana Talent Alliance, a strategic initiative begun in 2010 with a grant from the Living Cities Foundation to ensure that every child has the opportunity to succeed, from cradle to career. Its goals are that every student in the region should be prepared for school, be supported in and out of school, succeed academically, enroll in some form of post-secondary education, and graduate and enter a career.

In addition to other postsecondary education institutions in the region (Franklin College, Butler University, Ball State University, Martin University, University of Indianapolis, Marian University, Indiana University, Purdue University, Western Governors University Indiana, and Ivy Tech Community College), the Talent Alliance brings together central Indiana school districts, state and local governmental offices, funding bodies, business leaders, influential nonprofit service organizations, and a host of child development centers, churches, and other child support and development organizations.

Working groups explore issues, conduct research, and propose solutions to resolve challenges at critical points in the education pipeline. In addition, the Talent Alliance serves as an information clearinghouse and publishes an annual report card to the community about performance toward several major indicators of progress in reaching mutually identified community educational goals. IUPUI staffs the Talent Alliance, but all partners contribute resources and expertise to help improve Indiana's persistently low educational attainment rates.

IUPUI has developed innovative partnerships with other postsecondary institutions to enhance educational opportunity. A five-year dual degree program with Butler University allows students to live at Butler while earning a bachelor's degree in science at Butler and an engineering degree at IUPUI. Currently 120 students are enrolled in the program, which is now in its ninth year. The Schweitzer Fellows Program focuses on developing "leaders in service" through a collaboration of the Butler University College of Pharmacy, the Krannert School of Physical Therapy at the University of Indianapolis, and the Indiana University Schools of Dentistry, Law, Medicine, and Nursing at IUPUI. The fellowships allow professional students an opportunity to undertake a yearlong 200-hour service project focused on alleviating health inequality in under-served communities. On a global level, the McKinney School of Law at IUPUI has built on a twelve-year partnership with Renmin University of China School of Law in Beijing to establish a Joint Center for Asian Law Studies. Launched with a three-day Sino-U.S. Conference on Real Estate Law, the center will include faculty exchanges and student forums via videoconferencing.

Engagement with health communities. In the case of IUPUI and other health sciences institutions, there is a special constituency which depends on us for service in ways beyond education: those who lack or have limited access to medical services they need. Most of the larger colleges and universities in Indiana, including others in the Indianapolis area, have nursing programs (though many are at the RN and BSN levels only), but Indiana University's Schools of Medicine, Dentistry, and Optometry are the only ones in Indiana (with Optometry split between Indianapolis and Bloomington). The teaching hospitals and clinics that are part of IU Health (formerly Clarian, and including Methodist Hospital and its affiliates) constitute a core of the healthcare services available in central Indiana and state-wide, and the

medical campus at IUPUI encompasses a range of specialty and referral care facilities such as Riley Children's Hospital.

Expanding the pool of service providers. The School of Medicine itself has long been concerned with its state-level responsibility for physician preparation. Over half of the physicians practicing in Indiana were educated at the School of Medicine or have some other educational connection. IU's innovative Statewide Medical Education Plan was developed in the late 1960's to ease pressure on the single medical campus in Indianapolis, expanding over time to nine centers across Indiana, often co-located with partner universities. That farsighted program has allowed IU to become the nation's second largest medical school. Moreover, strong programs at IU have encouraged 40 percent of its graduates to go into primary care practice, bucking national trends of decreasing residency programs and fewer medical graduates choosing primary care. Even so, in 2009 the Indiana State Department of Health designated areas in 39 of Indiana's 92 counties as having primary care health professional shortages and areas in 55 counties as having medically underserved populations. Although 20 percent of Hoosiers live in rural areas, only 9 percent of physicians practice there.

Special studies in 2005-06 at both national and state levels revealed that Indiana faced the same looming shortages of all physicians and the same maldistribution of primary and specialty care physician availability in rural areas. IU therefore began strategic expansion of admissions, accompanied by a shift in the number of clinical rotations completed by students in hospitals near the regional medical education centers. By fall 2012, the school will have increased enrollment by 30 percent from 2006 levels. Further, in 2008 the school launched a new rural medicine program at the Terre Haute center. From the start of their programs, these students will be placed in community facilities for hands-on training and understanding of the special needs and circumstances for rural health care. Effective use of the state's solid health-care and university technology infrastructure will help the school's faculty assure consistency of student experiences wherever they study. Expanded partnerships with teaching hospitals across the state will further build the strong network of physician partners that make these expanded clinical rotations feasible. Data show that physicians with a connection to Indiana tend to practice in the state longer than physicians without that connection. The IU School of Medicine continues to be a leader in building and maintaining such connections.

Direct health care services. Indiana University Health, the state's largest and most comprehensive health care system, is the fourth largest employer in the state and provides patient care through more than 2.2 million admissions and outpatient visits a year. The system has long been committed to reinvesting in the communities it serves and in providing high-quality healthcare regardless of ability to pay. Its community benefit (including unreimbursed Medicaid costs, research and clinical trials, education for health professionals, and subsidized services) in 2010 totaled nearly \$442 million. Total charity care (free or reduced-cost) in 2010 exceeded \$112 million. Based on health needs identified by local communities served, using local data in addition to data from state and Federal agencies, areas of focus for outreach services in 2010 included obesity prevention, injury prevention, and increasing access to healthcare through financial assistance. For example, community health initiatives included performing 5,000 diabetes risk assessments and referring more than 2,000 for appropriate follow-up care. At hospitals in Tipton, Lafayette, and downtown Indianapolis, Child Passenger Safety Technicians

offered free inspections of infant and child car seats; special events provided free car seats to families in need. Through its partnership with the School of Medicine, IU Health trained 1,124 fellows and residents medical students, and engaged in 1,359 research studies with medical faculty and scientists.

Thus, the health sciences facilities and programs work creatively to provide opportunities for health professions students to intern and fulfill residency requirements along with practice opportunities for faculty and research staff as their primary mission. But as with the rest of IUPUI, the health programs also engage and serve varied constituencies in both expected and surprising ways. For more than a decade, the School's Office of Medical Service Learning has sponsored an "Evening of the Arts" featuring musical and artistic talents of medical faculty and students. The popular event has recently been held at the Attucks Medical Magnet High School and includes a silent auction of visual artwork to raise funds for clinics providing free health care services to the homeless and working poor of Indianapolis.

The School of Dentistry curriculum incorporates components that assure student exposure to community populations with special needs, in addition to inculcating an expectation for professional engagement with their communities. A related component is to promote skills in identifying and addressing health policy and advocacy. In 2001, the school implemented a new international aspect to its service-learning program, gradually increasing the number of countries where dental and dental hygiene students can gain a global perspective on patient care and the profession of dentistry. From Haiti and rural Mexico, partner locations have been added in Ecuador, Guatemala, Brazil, and Honduras as well as the Moi partnership in Eldoret, Kenya, and, closer to home, the Blackfeet Reservation in Montana. Locally, faculty, staff, and student volunteers provide dental sealants to children residing in shelters housing the homeless and victims of domestic violence. A student-managed partnership, HealthNet People's Health and Dental Clinic, is staffed by student volunteers every Saturday for free dental services. Regular visits providing oral healthcare services to Amish children in several northern Indiana communities led to securing several grants to construct a new clinic for the Amish in

AMPATH

AMPATH—the Academic Model Providing Access to Healthcare—was launched by the School of Medicine in 1989 in partnership with Moi University School of Medicine and Moi Teaching and Referral Hospital in Eldoret, Kenya. The IU Schools of Dentistry and Nursing quickly joined the initiative, which has spread over time to nearly every academic unit at IUPUI and helped anchor IUPUI's strategy for building international partnerships. Now a consortium of North American academic institutions led by the School of Medicine's Center for Global Health, in 2007 the partnership received a five-year, \$65 million grant from the US Agency for International Development in recognition of its comprehensiveness and effectiveness.

Combining these funds with philanthropic giving, AMPATH today serves more than 100,000 Kenyans with HIV/AIDS treatment through AMPATH's system of community health workers in 23 full-time clinics and 23 satellite clinic locations. Food security programs assist over 30,000 people per month. AMPATH also provides school fees, clothing, and food as needed for 18,000 children orphaned or made vulnerable by AIDS. Care now includes individuals with cancer and diabetes, dental and optometry care, as well as life-saving services for mothers and infants. Faculty, staff, and students from IUPUI benefit directly through improved understanding of the practice of medicine in areas with limited resources, bringing home lessons about how to provide more effective healthcare in Indiana. Faculty, staff, and students from the Moi School of Medicine and Hospital come to Indiana on exchange programs for research and study.

The legal community, many faith groups, and thousands of individual volunteers have also embraced our work, increasing capacity and the organizational infrastructure to continue expansion of this mutually beneficial initiative. We are gratified that AMPATH has been nominated three times for the Nobel Peace Prize.

Shipshewana, now a flourishing clinic with a staff of seven. IU's dental students continue to serve one Friday every month at the clinic.

In 2003, the School of Dentistry began the Seal Indiana Program in collaboration with the Indiana State Department of Health and the Indiana Dental Association. Since then, the school's faculty, staff, and dentistry and dental hygiene students have travelled year-round to all regions of Indiana conducting dental examinations for children from low-income families. Using a forty-foot mobile clinic, the program has made over 1,200 visits to Title I schools (lowest income), community health centers, youth programs, Head Start programs, and homeless and domestic-violence shelters. To date the program has cared for nearly 25,000 children from low-income families, over half of whom had untreated dental disease. Seal Indiana has placed over 30,000 dental sealants on permanent molars and provided over 15,000 fluoride varnish treatments. In addition, the Indianapolis campus dental clinic sees a patient population of over 29,000, including more than 110,000 patient visits per year.

Building health capacity in communities. In 2006-07, the IU School of Nursing continued substantive involvement in several community initiatives such as the Maternity Outreach and Mobilization project, Institute for Action Research in the Community, and the Healthy Families Projects. In 2008, the "MOM mobile," which provides prenatal services for women in underserved areas, was transferred to the Department of OBGYN at Wishard Hospital. In a similar case of community capacity-building, the MOM project "Healthy Families Home Visiting Program" was successfully transitioned to new administration by The Villages of Indiana, an agency that provides an array of children's services.

Moving beyond provision of healthcare to nearby constituencies, several years ago the School of Medicine expanded its outreach to improve public health awareness and health education with "Sound Medicine," a thirty-minute weekly radio program produced in partnership with WFYI Public Radio in Indianapolis. Due in part to its carefully researched programming drawing on leading experts from universities and hospitals across the country, the program is now distributed to public radio stations nationally as well as being available online and via iTunes podcast. A specially targeted media outreach project has been developed by pediatric residents, reaching out to Indianapolis' growing Hispanic population with a call-in show, *Preguntale al Pediatra* (Ask the Pediatrician), airing monthly on 107.1 FM Radio Latina. The program serves a dual purpose in providing accurate healthcare information to an underserved population with increasing numbers in Indiana and as a tool to teach pediatric residents the importance of cultural sensitivity as well as using media to promote community health.

Service supporting arts and culture. Since large cities have their own rich mix of performing arts organizations and museums, urban universities sometimes miss the opportunity to be a mainstay of their communities' cultural lives in ways taken for granted by colleges in smaller communities. The Indianapolis community does not "depend" on IUPUI for symphonic or choral music performances and art or science museum venues. Nonetheless, there are niches to be filled, and IUPUI enriches as well as benefits from the cultural vibrancy of the metropolitan area. The proximity of several fine art and historical museums, along with the world's largest children's museum, led to creation of IUPUI's interdisciplinary Museum Studies program. Students have numerous opportunities for service learning and internships, and several of the

program's faculty members hold special appointments as TRIP or Public Scholars. In summer 2011, IUPUI partnered with the nearby Eiteljorg Museum of American Indian and Western Art to host the international meeting of the World Archeological Congress.

Even though IUPUI has no music performance major, students who major in music technology and therapy need performance opportunities to round out their studies, so IUPUI faculty and students contribute to the urban music selection performances of guitar ensemble chamber music concerts, student and faculty recitals, and high-tech global performance using Internet2 resources. In fact, IUPUI music professor Scott Deal and the IUPUI Donald Tavel Arts and Technology Research Lab received a prestigious 2011 Internet2 Driving Exemplary Applications (IDEA) award for innovation for his work with the University of Virginia to create an interactive, multi-site, multi-dimensional opera.

What is today the IUPUI campus was once the suburb of a growing state capitol. The traces of past landscapes survive archaeologically; elders have rich memories of these neighborhoods; and a mountain of documents survives awaiting thorough analysis. Throughout the first decade of this century, Ransom Place Archaeology conducted an [Archaeological and Historical Survey](#) of these neighborhoods to develop a systematic history of the space that is now occupied by IUPUI. This survey will provide reliable documentary information on these neighborhoods and help the community and university manage the heritage beneath campus. Ransom Place Archaeology is a cooperative project between IUPUI and the Ransom Place Neighborhood Association. The project uses archaeological excavations, oral historical research, and public interpretation to probe the complex confluence of African-American culture, business and consumption, and race and racism in Indiana's capital city. The IUPUI Archaeology Field School has conducted annual summer excavations in the near-Westside, which included homes, businesses, and varied social institutions from the mid-nineteenth century onward.

At the Herron School of Art, the Basile Center for Art, Design and Public life allows Herron faculty and students to apply their talent and skills to serve the needs of the broader Indianapolis community. Basile Center projects help Herron function as a major contributor to civic development projects, including collaborations for the new Carmel Civic Center, Indy Parks, the Indianapolis Cultural Trail project, Marion County Circuit and Superior Courts, Indy-Go Transportation, and others. Through painting, photography, print-making, sculpture, ceramics, and furniture design, Herron's civic work enables art to connect people to one another, transform public spaces, provoke ideas, engender aesthetic experience, and celebrate history.

Taking advantage of IUPUI's graphic design and new media expertise, in fall 2010 students in an advanced Museum Studies course expanded the Wikipedia Saves Public Art project by documenting historic artworks in and around the Indiana State House. Honored by the Indiana General Assembly, the State House art project continued the work of students and faculty of the School of Liberal Arts and Herron School of Art and Design at IUPUI who developed and launched the nation's first organized project to document public art information in Wikipedia. The earlier Wikipedia Saves Public Art project included documenting public art on the IUPUI campus.

In February 2011, IUPUI brought a different set of scholarly and creative resources to the metropolitan performing arts scene with presentation of *Young Hamlet* in cooperation with the IndyFringe Theatre in downtown Indianapolis. Directed by Terri Bourus, associate professor of English drama in the School of Liberal Arts, the play is based on a rarely performed early script of Shakespeare's drama, first printed in 1603, several years before the final version. An equity actress and scholar, Dr. Bourus drew on her scholarly work as one of three general editors of the *New Oxford Shakespeare*. The play's production was the first by Hoosier Bard, a new IUPUI-based student theatre company. The *New Oxford Shakespeare* is a comprehensive, multimedia edition of Shakespeare's works that includes such treasures as alternative early versions of works like *Young Hamlet* and digital performance clips from film and stage versions of the plays.

The Polis Center, a unit of the School of Liberal Arts, works with communities in Indiana and beyond to develop and apply knowledge, build collaborations, and find innovative solutions to common problems. The Polis Center excels in community-based research and advanced information technologies, especially geographic information systems (GIS). Working in partnership with other organizations, the Center addresses issues of mutual concern, and with its network of relationships, brings together disparate groups and interests to find common ground. Perhaps its most widely known project, however, is Spirit & Place, an annual civic festival begun in 1995 to use the insights of arts, religion, and the humanities to illuminate fundamental issues of civic importance and to build community through collaboration and dialogue.

From 2007 to 2011, the Indiana Nonprofit Capacity Building Conference has been co-hosted by The Solution Center, the SAVI community information system, Community Health Engagement Program, IUPUI Center on Philanthropy, Indiana Attorney General's Office, Indiana Grantmakers Alliance, and United Way of Central Indiana's Nonprofit Training Center. The conference builds capacity of Indiana nonprofit organizations, presents new ideas and innovative strategies and provides networking opportunities. The event attracts more than 300 leaders in nonprofit organizations, government, and other institutions.

Cultural outreach exists in Columbus, in part through the work of the University Library of Columbus, a unique collaboration of IUPUC, Ivy Tech Columbus, and Purdue College of Technology in Columbus. The library, located in the Columbus Learning Center, provides

Spirit & Place

This distinctive series of events, which received the 1999 Cultural Vision Award and the 2001 Indiana Achievement Award, provides vital space for community reflection and action around the values that define us. As a signature civic engagement event of IUPUI, Spirit & Place creates unique programs that prompt citizens to think and act differently on behalf of their communities.

The festival now enlists over 100 partnering organizations in a multi-day smorgasbord of more than 40 programs, exhibits, and events organized around a central theme (2008: Exploring Imagination; 2009: Inspiring Places; 2010: Food for Thought; 2011: The Body).

Conceived as a broad-based community collaboration, with Polis as managing partner, the festival attracts over 20,000 participants every year. Funded from partner fees, philanthropic gifts, and other income, Spirit & Place is self-supporting and managed by a full-time staff and an independent civic advisory board.

seamless services to students, staff, and faculty of all three institutions as well as to the general public. The librarians also provide programs and exhibits that are open to residents of the region. The IUPUC Diversity Council was expanded in 2010 to define new directions for the work of the group. The Council guides IUPUC's efforts to deepen cultural understanding for residents of south central Indiana. In addition to outreach programming such as film series and diversity circles, as well as annual participation in Ethnic Expo and Martin Luther King, Jr., Day activities, IUPUC Diversity Council supports an annual Excellence in Diversity Award to recognize internal and external contributions in support of equity, access, and understanding across cultural groups.

The IUPUI University Library is the only public research library for the citizens of central Indiana. Services are available to individual citizens, businesses, professional firms, and public agencies. One of the most technologically sophisticated facilities in North America, University Library has long been a leader in applying technology to library practice and access, leading innovation in digital content. Its mobile web presence is at the forefront in this area. The library works with a variety of central Indiana cultural heritage organizations to produce digital collections that document the history and culture of Indianapolis and Indiana. For example, a recent collaboration with Conner Prairie Interactive History Park resulted in the creation of the first comprehensive three-dimensional (3-D) digital online repository exhibiting the museum's historical clothing and accessories. Made possible by a grant from the U.S. Institute of Museum and Library Services, the project includes over 100 3-D images of original and replicated textiles; a re-enactment video; a chronology of American fashion from 1795 to 1910; and downloadable K-12 cultural diversity and social studies learning activities, plus a resource bibliography. The Museum's collection had previously been available only to scholars and researchers. The Library has also digitized Conner Prairie's collection of quilts, coverlets and samplers and will create a 3-D online collection of the museum's traditional craft collection featuring pottery making, arms making and blacksmithing, including over 80 artifacts, educational materials and videos, and K-12 lesson plans.

Collaboration for economic development. IUPUI maintains an important role in economic development, particularly in central Indiana but also across the state. Though certainly not alone in this regard, IUPUI's geographic presence as the state's public urban university enables the campus to assume significant responsibilities in such areas as business planning, inter-organizational programs to improve business climate, and centers for business and entrepreneurial assistance. Already noted is IUPUI's economic impact as one of the largest employers (and purchasers and contractors) in the metropolitan area. IUPUI's Translating Research into Practice (TRIP) program and numerous centers and institutes contribute directly to technology transfer and enhancing the economic climate. As described in section 5c above, our focus on 21st century interdisciplinary degree programs as well as cutting-edge and high-need graduate and professional programs is particularly important since such a large percentage of IUPUI graduates stay in the region or state after graduation. IUPUI's additions to the cultural milieu also help foster a climate attractive to "creative class" workers to improve quality of life and help the region thrive.

Chapter Four includes particular information about ways in which IUPUI faculty and staff research has led to new business creation. IUPUI engages in economic development with the same collaborative approach we bring to engagement with other stakeholders. IUPUI centers and departments partner with several important economic development organizations such as BioCrossroads, TechPoint, Conexus, the new Indiana Automotive Council, and the Central Indiana Corporate Partnership as well as the Indiana Economic Development Corporation. Leaders of these organizations also serve on many of the campus- and school-level advisory boards. Through these organizations, we inform and support the work of identifying sectors of focus and measuring progress against collectively established targets.

“The IMPACT campaign is strengthening the campus’ deep and longstanding involvement in the community and bringing more talent and research dollars to our state, contributing to Indiana’s economy. We are developing academic programs and research that address the educational and economic development needs of our partner—Indianapolis—our state, and our nation.

*Chancellor Charles Bantz
2011 State of the Campus Address*

Indiana has concentrated attention and resources in the sectors of health and life sciences, advanced manufacturing, information technology, and logistics. Over the past decade, the list has expanded to encompass energy, motorsports, and national security. As an urban health and life sciences campus, IUPUI contributes substantially to growth of the state’s \$44 billion life sciences sector. The presence at IUPUI of Indiana University’s renowned Global Network Operations Center for international technology networks adds an important anchor and expertise for state IT infrastructure, enhanced due to the Global NOC’s operation of the statewide fiber network linking all Indiana colleges and universities to advanced networks such as Internet2. In several partnerships with Purdue and IU Bloomington experts in information technology security, IUPUI contributes faculty resources from law and informatics to advance development of the state’s information technology business cluster as well as expertise in national cybersecurity. IUPUI expertise in health informatics has fostered bridges between life sciences and technology, giving Indiana a leadership position in the field of uses of IT in healthcare. Both the Kelley School of Business and various departments within the School of Engineering and Technology have contributed expertise and resources to the other major state economic-development areas of logistics and advanced manufacturing.

Core Component 5d: Internal and external constituencies value the services IUPUI provides.

IUPUI engages in numerous methods of determining value for the services it provides, from formal surveys of attitude to examination of participation data to various forms of communication with key constituents, returning feedback in a loop to analyze capacity, secure new resources, improve existing services, and/or address newly identified issues.

Determining value of internal constituencies for services to ourselves and others. As described in Chapter Two, IUPUI regularly assesses the value of primary internal constituencies—students, faculty, staff, and alumni—for the other primary services of teaching, learning, research, and employment the organization provides, and for engagement and service

as well. To avoid survey fatigue, Information Management and Institutional Research (IMIR) follows a complex rotation schedule to survey students (graduating and continuing students separately in addition to triennial administration of NSSE) in alternate years with faculty, staff, and alumni. Schools and other academic and administrative units also periodically survey their students and alumni about the value of their programs and academic services such as advising and career counseling. University College rigorously assesses a host of metrics focused on quality of service to entering students (see Chapter Three for further information about such assessment). Survey results are reported widely to institutional communities and made available on the IMIR web site. These surveys usually also seek to learn about the degree to which these internal constituents value the services IUPUI provides to external stakeholders. The results consistently attest to a strong value for civic engagement and service generally.

The IUPUI Student Satisfaction and Priorities Survey collects representative data about students' satisfaction with their experiences at IUPUI, the Principles of Undergraduate Learning (PUL's), IUPUI's climate for diversity, student employment, and participation in opportunities associated with the RISE initiative. In spring 2010, the most recent administration of the survey, 6,103 students enrolled in classes at the Indianapolis campus for both fall 2009 and spring 2010 semesters were invited via email to participate in the survey, with a 22 percent response rate of 1,365 students. Eighty-five percent of respondents indicated being very satisfied or satisfied with their academic experiences at IUPUI. About one half reported being similarly satisfied with their social experiences. Fifty-nine percent of respondents indicated that they had participated in community service or volunteer work; an additional 21 percent reported that they planned to do so. Approximately 66 percent of respondents reported that opportunities to participate in community service were very important or important. At least 78 percent of respondents were very satisfied or satisfied with the quality of teaching by faculty and with courses in their major field of study.

Similarly, the most recent survey of IUPUI recent alumni (undergraduate and graduate/professional), conducted in Fall 2011, documents the strong value and perceived benefits of their preparation for community involvement. At least eight of ten respondents at each degree level stated being satisfied or very satisfied with their opportunities to engage in community service while at IUPUI. Not surprisingly, those reporting themselves currently to be somewhat or very active in their communities varied considerably with level of education, from 69 percent of associate-degree holders to 91 percent of those with doctorates. Of particular interest, between 20 and 26 percent of those active reported that their educational activities at IUPUI contributed quite a bit or very much to their current involvement, while 26 to 54 percent indicated "Some" impact.

The staff surveys focus largely on satisfaction with conditions of employment such as benefits, physical working conditions, climate for diversity, managerial fairness and flexibility, and training opportunities, with detailed reporting according to job classification, age, various minority categories, and levels of education so that individual units can follow up to make improvements that may be suggested by the data. Most of these areas are addressed in Chapters Two and Four. Of relevance here is that 77 percent of the 2009 staff survey respondents indicated that their unit has good working relationships with organizations external to the

university, and 91 percent perceived the reputation of IUPUI in Indianapolis to be good or excellent.

According to faculty surveys, attitudes regarding community/civic engagement reflect strong continuing support for the importance of this aspect of the IUPUI mission (see Table 2).

Table 2. Faculty Survey Results Related to Community/Civic Engagement

	2005	2009
Preparing students for responsible citizenship should be an integral part of the undergraduate experience: % Agree or Strongly Agree	90%	86%
Faculty in my discipline have a professional obligation to apply their knowledge to problems in society: % Agree or Strongly Agree	87%	80%
IUPUI has a responsibility to contribute to the economic development of our community: % Agree or Strongly Agree	80%	79%
The university should facilitate student involvement in community service as part of the undergraduate learning experience: % Agree or Strongly Agree	78%	78%
Devoting professional or academic experience to the community is valued highly in my department or program: % Agree or Strongly Agree	61%	70%
There is a high level of commitment on this campus to civic engagement as an integral part of IUPUI culture: % Agree or Strongly Agree	55%	75%
There is a high level of commitment in my department or program to promoting the civic engagement of faculty: % Agree or Strongly Agree	41%	66%

Institutional rewards for engagement and service. IUPUI’s approach to faculty roles and rewards to support civic engagement can be seen in infrastructure to support civic engagement (described in section 5b); policies for retention, promotion, and tenure; and awards. Numerous student scholarships and awards encourage and reward participation in various forms of engaged learning. A major staff award recognizes contributions specific to serving IUPUI’s communities for appointed staff.

IUPUI recognizes faculty excellence in civic engagement through specific awards and recognitions. The campus annually recognizes an individual faculty member with the Chancellor’s “Faculty Award for Excellence in Civic Engagement.” The faculty members receiving this award exemplify high standards of civic engagement, professional service, or service learning, and they have documented records of achievement that include peer review, student evaluations, assessments from community organization representatives, and evidence of scholarly research, publication, or presentations developed from their professional service to community and civic engagement. Records demonstrating a sustained commitment to community development through effective partnerships are expected, as is evidence of the faculty member’s continued growth and development as a teacher, researcher, and scholar. In addition, the highest campus-level faculty distinction is the Chancellors Professor title, which may be awarded annually to up to three faculty members. To be eligible, faculty must have “a career-long record of high-level achievement in all three areas of faculty work (teaching, research/creative works, and civic engagement) and a demonstrated commitment to the mission of the campus.”

At a broader level, IUPUI rewards Excellence in Service in its structures for promotion and tenure (see Table 3), parallel to the areas of Excellence in Teaching and Learning and Excellence in Research and Creative Activity. Though economic pressures are driving needs for increased research grants and philanthropic giving, tilting proportions away from service toward research, the percentage of faculty being approved for promotion or tenure in the Service category continues at more than one-fourth of the total.

Table 3. IUPUI Faculty Approved for Promotion/Tenure with Excellence Related to Service

	Excellence in Service	Service and Teaching &/or Research	Total with Service	Total Approved	Service as a % of Total
2001-02	20	13	33	87	38%
2004-05	19	17	36	74	49%
2007-08	35	3	38	114	33%
2010-11	23	NA	24	85	28%

Student scholarships and high-profile student awards underscore the IUPUI value for engagement and service. For example, in 2009-10 the Center for Service and Learning awarded 395 scholarships (\$607,399) through the Sam H. Jones Community Service Scholarship Program. This included 159 scholarships to students to serve as Service Learning Assistants who support faculty in conducting community-based research projects and in providing service learning courses. These student scholarship recipients alone provided an estimated 47,598 hours of service to Indianapolis and the IUPUI community.

Commitment to service is also a hallmark of IUPUI Honors Scholars, with three highly competitive scholarship programs providing financial support for outstanding students. The Bepko Scholars and Fellows program has since 2004 supported 150 Honors students who demonstrate a special commitment to service. The Herbert Presidential Scholarship supports IU students with both exceptional academic records and strong leadership skills through school and community service, with 15 Herbert Scholars entering IUPUI in Fall 2011. The Plater International Scholarship Program annually supports 8 to 10 Honors Scholars who engage actively with cross-cultural programming on and off campus.

Students from all IUPUI schools may be nominated for the William M. Plater Civic Engagement Medallion, awarded annually to graduating students who have engaged in activities demonstrating breadth and diversity of commitment in serving their communities with a depth of investment in at least one community experience over time. The number of students recognized has varied each year, from 10 to 24, according to the quality of those nominated in a given year.

The IUPUI Staff Council annually awards a Nan S. Bohan Community Engagement Award to a staff member who has shown extraordinary community service in support of the IUPUI civic engagement mission. Award recipients are publicly honored each spring at the Chancellor's Honors Convocation, and their accomplishments are featured in campus and school print and electronic publications.

We do not, of course, value only "our own." The Chancellor's "Community Award for Excellence in Civic Engagement" annually recognizes a community organization that has

engaged in an IUPUI partnership resulting in documented positive influences to the organization, to IUPUI, and to the community. The first award, in 2004, went to a long-standing partner, the Westside Cooperative Organization (WESCO). In other years, recipients included the Protective Order Pro Bono Project of Greater Indianapolis, Peace Learning Center, George Washington Community School, and the Community Dental Clinic of LaGrange County.

External constituencies' value for IUPUI engagement and service. To determine how external constituencies value our services, we use a variety of direct and indirect methods. Some, such as Solution Center and CSL surveys of partner organizations, are focused on specific initiatives. Others are grounded in our continuing communication with long-term partners via advisory boards, the Talent Alliance, WESCO, and other established relationships. The fact that so many partners have worked with us for so many years in increasingly varied ways attests to the value that they place on these partnerships. For example, the Office of the Mayor of Indianapolis has worked with the School of Public and Environmental Affairs and other IUPUI units to create meaningful student internship projects that provide authentic public-policy experience for students. The WESCO relationship is thriving after 15 years, and our work with community schools has expanded steadily over the past decade.

Surveys and conversations. We involve those we serve—partner organizations and direct service recipients—as we evaluate specific projects and continuing programs. For example, The Solution Center worked with IUPUI Human Resources in 2011 to evaluate customer satisfaction as part of the University's "Service with Distinction" initiative. External partners (101 respondents) evaluated the Solution Center along several criteria, giving high marks to SC staff's courteousness (87% in agreement), respectfulness (86% in agreement), and accountability, communication skills, and knowledge (all showing 82% in agreement) Also in 2011, the IUPUI Solution Center collaborated with the Center for Survey Research at IUPUI to survey 415 community partners, students, and faculty about the impact of Solution Center work. Results showed that 93% of responding partners believed their organizations benefited from their experience in partnering with the Center, while 92% felt their IUPUI interns, project participants, and researchers enabled their organizations to better meet their missions and goals. Among students responding, 81% were satisfied in their ability to put their education into practice, and 90% felt the community-based work was challenging and stimulating. Of faculty who responded, 92% felt that they benefited from the experience, and 96% indicated their students benefited. An earlier study of the Solution Center's economic impact for the period 2004-06, conducted with the Center for Urban Policy and the Environment, estimated total economic impact of \$4.5 million, public-benefit impact of time spent on projects at \$11.8 million, and at least 60 new jobs created.

Similarly, in August 2011 the Center for Service and Learning surveyed 27 representative community organizations about their relationship with CSL as a whole as well as aspects of the specific programs with which they have been involved. Nearly three-quarters of the organizations had been working with CSL for more than three years. Most (77 percent) felt that their relationship with CSL has been mutually beneficial, and two-thirds indicated they had made additional contacts with IUPUI faculty, students, or staff. Of those engaged with campus-wide service events, 80 percent felt it was beneficial or very beneficial to have a student leader available to lead the volunteers in service. Of those hosting the America Reads*America Counts

program, all rated the effectiveness for their students being tutored at four or five on a five-point scale. Similarly, 92 percent of respondents who employed Community Work-Study students gave ratings of four or five on the reliability of the students as well as the quality of communications between the agency and IUPUI staff. They enjoyed having an opportunity to mentor and help work-study students grow and affirmed that they benefited by being able to stretch budget dollars and provide additional staff to support their own projects.

Schools such as Nursing, Education, and Social Work with extensive practicum or clinical requirements not only involve field supervisors in assessing individual student performance but also solicit feedback about how to improve their programs. These results are regularly reported in annual school assessment reports, particularly when faculty undertake curricular improvements based on supervisor feedback.

Awards and other recognitions. Finally, IUPUI and its faculty, staff, and students receive many forms of external appreciation and validation for our engagement and service. Some, such as awards and honors, directly reward particular achievement. Others are more indirect but nonetheless express value and confidence for our collective accomplishments.

For example, philanthropic giving both attests to and benefits from IUPUI's increasingly strong local and national reputation: major donors are willing to invest more often and with larger gifts because they have confidence that their investments will be effectively used. The adage "nothing succeeds like success" is as true in philanthropy as in other sectors; people are more likely to trust large contributions to those they perceive capable of vision and success. As universities grow, therefore, the focus of successful fund-raising requests shifts from "give because we need it" to "give to us because we have a track record of accomplishment." Before our last fund-raising venture, we were advised we could not expect to raise more than \$350 million in a new campaign; by its conclusion in 2004, we had raised three times that amount. And as soon as the intervening billion-dollar Indiana University Bloomington campaign was successfully completed, in October 2010 IUPUI announced the IUPUI IMPACT campaign with a goal of \$1.25 billion by 2013. In October 2011, President McRobbie and Chancellor Bantz announced that IUPUI had reach \$1.08 billion from more than 86,000 donors well ahead of schedule and despite the lingering recession. We are extremely grateful, not simply for the increased capacity these contributions generate but for the confidence they express.

Another indirect expression of community value for our work is that residents of central Indiana take advantage of our facilities and public events. The award-winning IUPUI Campus Center opened in January 2008 with pent-up demand for campus meeting and gathering space. Its mission is to complement the academic mission of IUPUI and enhance the campus community in service, partnership, and collaboration with students, faculty, staff, and the greater Indianapolis community. By its second year of operation, its attractive, flexible facilities were becoming known in central Indiana. That year, 91 bookings came from non-university constituencies, many of whom were taking advantage of a new moderately priced tier created for non-profit organizations. As shown in Table 5, attendance saw a similar jump.

Table 5. Campus Center Utilization

Host	2008-09	2009-10
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	Bookings	Attendance	Bookings	Attendance
University Units	3,281	142,427	3,121	139,380
Non-University/External	17	312	91	6,145
Student Organizations	3,442	97,731	3,345	103,029

Despite being away from the downtown complex of hotels near the Indianapolis Convention Center, the University Place Conference Center has carved a special niche for conferences and corporate training events that require full-service technology and meeting facilities. Its facilities also lend themselves well to a variety of events open to the public such as debates by political candidates and lectures by visiting scholars or researchers on topics of broad interest. In 2010-11, the Conference Center reported hosting more than 80 such events during recent years, attracting more than 6,250 attendees.

The IUPUI Sport Complex, situated between the IUPUI campus and White River State Park, is one of the premier instruction, recreation, and competition facilities in the country. For the past quarter-century, the Sport Complex has served community needs on a daily basis through aquatic programs and memberships as well as by frequently hosting local and regional track, soccer, and swimming events. The IU Natatorium has hosted numerous national, regional, and local swimming and diving competitions and events, including U.S. Olympic Team Trials, Indiana High School Athletic Association Boys and Girls State Swimming Championships, Speedo Champions Series, and U.S. Masters National Championships. Such events are well-attended by members of the general public as well as those associated with the various competitions.

These indirect expressions of value for IUPUI may simply be taken for granted by many institutions, particularly those who serve as the primary cultural venue in their communities. IUPUI, of course, is only one part, albeit an increasing presence, of a vibrant downtown cultural, business, and governmental center. Some at IUPUI can recall, however, a time in the campus's first two decades when people were afraid to come to campus at night because of worries about crime. Campus leaders and staff have worked hard with community partners and city leaders to overcome that legacy, and these evidences of acceptance are all the more important to us today as we have so much more to offer members of the community. IUPUI is also proud to be a partner with the Central Indiana Community Foundation, the City of Indianapolis, and others in development of, and included within, the new Indianapolis Cultural Trail that has created bicycle and pedestrian paths linking key neighborhood, shopping, cultural, and entertainment spaces in the heart of the city. The trail is especially notable for extensive use of stunning public art, to which Herron faculty and students are contributing as both jurors and creators.

In Columbus, IUPUC provides space for community activities, including training sessions and seminars for organizations such as the Alzheimer's Association, the Columbus Area Multi-Ethnic Organization (CAMEO), and the Columbus Area Career Connection. IUPUC also provides continuing education for professionals through the Center for Teaching and Learning and the Office of Executive Education.

Faculty and staff service to their professions is described primarily in Chapter Four, but this chapter's emphasis on constituents' value for our service provides an opportunity to note that every year dozens of faculty and staff receive prestigious honors from professional organizations

in appreciation of their contributions. Schools and administrative units typically include lengthy lists of such honors in their year-end reports, in addition to circulating media releases about those which may be most meaningful to general audiences. Categories of these honors include election to national or international office (e.g., Dr. Judith Halstead's election as president of the National League of Nursing), awards for special achievement (e.g., Dr. Bryan Schneider's receiving the 2011 Advanced Clinical Research Award in Breast Cancer from the American Society of Clinical Oncology), career awards for professional service (e.g., Dr. Amanda Cecil's selection as 2012 Educator of the Year by the Professional Convention Management Association), or special recognition for promise (e.g., Maggie Stimming's receiving the 2010 Work-Life Rising Star Recognition from the national Alliance for Work-Life Programs).

Many of our students have achieved similar kinds of recognition for their work with student disciplinary organizations. For instance, an IUPUI Journalism student was recently awarded the national Julie Galvan Outstanding Graduate in Journalism Award by the Society of Professional Journalists (SPJ). The award is based not only on academic accomplishment but also community service, proficiency in practical journalism, and service to the SPJ local and national student organizations.

Individual faculty and staff also contribute their professional expertise and other talents to a range of community organizations and receive many individual awards and recognitions attesting to appreciation for their work. Sometimes, the value takes the form of an honor, such as the recent appointment by the Indiana Arts Commission of Dr. Karen Kovacik to a two-year term as Indiana Poet Laureate. In other cases, an official appointment is based on a record of civic service. Governor Daniels' appointment of John Krauss to serve on the Indiana Education Employment Relations Board is an excellent example. Krauss is director of the Indiana Advisory Commission on Intergovernmental Affairs and has been a member of the IEERB Ad-hoc Panel of Mediators and Fact Finders since 1991. Sometimes awards are national, as the 2011 recognition given to Dr. Kevin Mickey by the Federal Emergency Management Agency for Best Adaptation/Use in Education of a FEMA educational program. Often awards are local or state-based, such as selection of Samuel Odle, IU Health Executive Vice President, by the Greater Indianapolis Progress Committee to receive the 2011 Charles L. Whistler Award, a prestigious local award given to individuals who, outside the regular duties of their profession, have brought public and private sectors together for civic improvement.

Sometimes the impact of an ad hoc tribute or testimonial can carry the impact of a more formal award (see the sidebar on the School of Social Work), embracing not only the work of individual faculty and staff but major projects which they have launched or led. In this way, more individuals who have contributed to these projects can feel included in the expression of appreciation and encouraged to continue their efforts. In other cases, awards come from within a discipline for exemplary work related to the profession. In 2012, for example, the National Children's Oral Health Foundation named the IU School of Dentistry its "Affiliate of the Year" for the school's ongoing work to prevent oral disease in children, especially those from vulnerable populations.

Partnership for Child Welfare Education and Training

According to Indiana Governor Mitch Daniels, the IU School of Social Work and the Indiana Department of Child Services have created an extraordinary partnership with incalculable benefits in the life and death mission of protecting the state's most vulnerable children.

Daniels spoke at the annual IUPUI Spirit of Philanthropy ceremony in April 2011 to honor Judge James Payne, DCS director, and the School.

As Daniels summarized the story, in 2005, by every account Indiana's child protective system was the worst in the country. The Indianapolis newspaper had won awards for its scathing series about the failures of the system. As Daniels came into office in 2005, the state was nearing bankruptcy, but public leaders agreed the problem could not wait. On his first day in office, Daniels created the Department of Child Services by executive order and launched the Partnership for Child Welfare Education and Training to create a new practice model attuned to the realities of modern family life.

The School of Social Work put together a program that has now led to retraining all employees already in place and training hundreds of new employees.

The Partnership provides BSW students with preparation for employment as family case managers; it allows DCS employees to enroll in the part-time MSW program; and it provides state-of-the-art training to current DCS employees. The partnership has become recognized nationally for its success—for its joint collaborative operation and the upward mobility of its graduates.

Calling it a classic "worst to first" project, Governor Daniels stated "It is the single best example I know of, of close collaboration between people in public service and the great university assets we have in this state."

There are few local awards for engagement and service as a campus. Certain kinds of appreciation, such as annual recognitions from the United Way of Indiana, serve to encourage members of the IUPUI community to continue our leadership giving and volunteer service. In 2002 and again in 2006, IUPUI received a Mayor's Celebration of Diversity Award recognizing visionary leadership and development in holistic inclusion.

IUPUI has achieved national and international recognition, however, for its service in developing new ways for educational institutions to engage with their communities. These honors by our peers in education and public policy not only encourage our faculty and staff in their work but also help us recruit new faculty, staff, and students interested in pursuing their teaching and learning, their research and creative work, and their professional efforts in the context of civic engagement and service. In some respects, engaged work carries its own rewards, but it also continually discovers new challenges and opportunities. As stated in the chapter introduction and, we hope, reinforced throughout this chapter, engagement and service have been part of IUPUI's institutional DNA since the campus was launched, permeating our teaching and learning as well as our research, scholarship, and creative work. We are an innovation collaboration of two great universities and the 12th largest city in the United States and, as our chancellor continually reminds us, our name says it all.

Summary: Strengths and Challenges

[Please note: The following are intended solely as starting points for discussion!]

Strengths:

- Civic engagement is an explicit part of IUPUI's mission and, through numerous overlaps, serves to enhance the other two components of teaching and learning and research and creative activity.
- IUPUI's strong commitment to service and civic engagement includes developing infrastructure, investing resources, supporting engaged research, conducting scholarship on service and civic

engagement, promoting educational practice and programs to prepare civic-minded graduates, assessing student and institutional outcomes, and communicating this identity to the public.

- We have a strong network of existing connections and relationships that continue to generate new ones.
- IUPUC has strong support in Columbus, attested by the long-standing Community Education Coalition that engages business, civic, and educational leader in working together to foster educational opportunity.
- Engagement is explicitly fostered in curriculum and co-curriculum through the Academic Plan and RISE to the Challenge.
- IUPUI's financial structure provides a strong financial base and planning processes that allow units to support new initiatives to meet community needs.
- IUPUI has developed and continues to strengthen a culture of collaboration that enhances our ability to engage community partners in addressing mutually identified needs.
- Others?

Challenges:

- The very "embeddedness" of engagement and service activities makes it extremely difficult to assess our engagement holistically. (We can assess aspects, like service learning over time or civic-mindedness of graduates, and we have implemented a new online repository for faculty annual reports that we hope will allow us to document faculty involvement over time.)
- Others?